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ABSTRACT

This paper discusses demographic changes in Japan, the sources of pleasure of the retired Japanese senior citizen, and lifelong learning. It also describes a study that examined learning preferences of Japanese senior citizens. Data for 1983 show that life expectancy has increased in Japan to 74.20 years for males and 79.78 for females. The level of education of the total population is rising. Surveys have found that retired Japanese find pleasure in their families, friends, and work. However, it has also been found that as people become older, they want to learn and study for enrichment. With people living longer and needing lifelong education, education should not only include formal education but also the informal transmission of values, knowledge, and skills. When asked what they would like to learn most, senior citizens in one Japanese town expressed interest in religion and different kinds of arts. They showed little interest in practical kinds of topics; they were, however, interested in courses dealing with problems. In part because of their generally low level of formal education, the present generation of the aged are passive and prefer collective learning methods. They are also most likely to take subjects when they are influenced by others. This, however, can be expected to change with the predicted dramatic rise in the population's educational standard. (RM)

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Learning by the Aged in Japan

Reiko W. Sekiguchi

SP 016 608

LEARNING BY THE AGED IN JAPAN

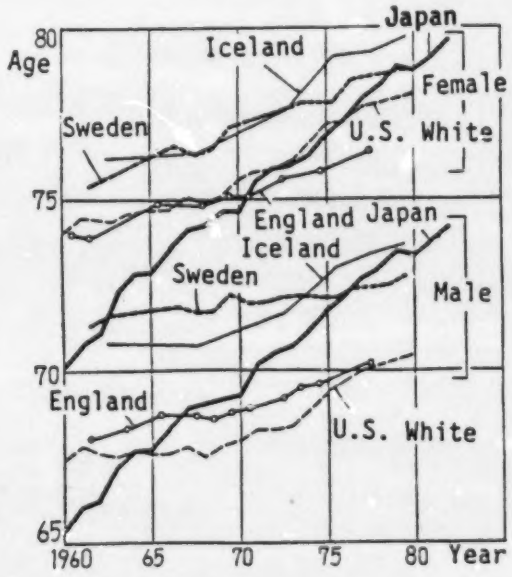
Reiko W. Sekiguchi

I Demographic and Other Changes

Life Expectancy in Different Countries of the World

In order to show the situation of the aged in Japan, first of all, a graph should be presented illustrating the life expectancy of the people of several countries where it is the longest in the world. It shows that the average length of life in Japan was still relatively short in the year 1960, viz. 65.32 for males and 70.19 for females. In 1980, however, it became 73.32 for males and 78.72 for females. The latest data for 1983 show 74.20 for males and 79.78 for females. From the graph, it is apparent that life expectancy in Japan has been becoming higher than that in other countries and the growth in these twenty years has been more rapid in Japan than in any other country.

Table 1: Life Expectancy in Different Countries



Asahi Shimbun, July 3, 1983

The Change in Life Expectancy in Japan

The following table shows the changes in life expectancy in Japan for, those aged 0, 60 and 65 respectively. The 0-aged column shows that in the 1890's males could only expect to live for 42.8 years and females for 44.3 years. In 1947, it surpassed the threshold of 50 years and became 50.06 for males and 53.46 for females. In 1952, it surpassed the next threshold of 60 and rose to over 70 in 1971. With these changes, the life expectancy of the aged has also become prolonged. In the 1890's, those people who had survived till 60 or 65 years of age could expect about 10 more years of life. Nowadays, however, they still have almost 20 years before them.

Table 2: The Change in Life Expectancy in Japan

Year	the 0 years old		the 60 years old		the 65 years old	
	Male	Female	Male	Female	Male	Female
1891-1898	42.8	44.3	12.8	14.2	10.2	11.4
1899-1903	43.97	44.85	12.76	14.32	10.14	11.35
1909-1913	44.25	44.73	13.28	14.99	10.58	11.94
1921-1925	42.06	43.20	11.87	14.12	9.31	11.10
1926-1930	44.82	46.54	12.23	14.68	9.64	11.58
1935-1936	46.92	49.63	12.55	15.07	9.89	11.88
1947	50.06	53.96	12.83	15.39	10.16	12.22
1950-1952	59.57	62.97	14.36	16.81	11.35	13.36
1955	63.60	67.75	14.97	17.72	11.82	14.13
1960	65.32	70.19	14.84	17.83	11.62	14.10
1965	67.74	72.92	15.20	18.42	11.88	14.56
1970	69.31	74.66	15.93	19.27	12.50	15.34
1975	71.73	76.89	17.38	20.68	13.72	16.56
1979	73.46	78.89	18.51	22.13	14.75	17.92

Source: 1981-1936: Naikaku Tokeikyoku, Seimeihyo
1947-1975: Koseisho, Seimeihyo
1979: Koseisho, Kan'i Sseimeihyo

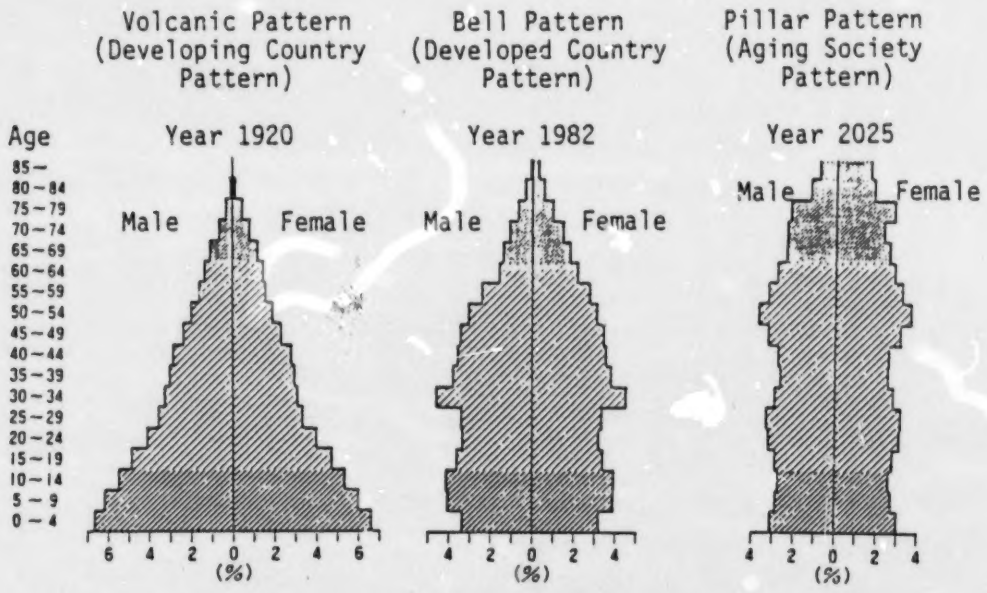
The White Paper published annually by the Ministry of Health in the past few years used until 1983 the term "aging society" to describe the characteristics of the present society. From 1984, however, they changed their view and began to call it "the era of 80 years' life" instead of "aging society". They explain as the reason for the change of the terms that the term "aging society" evokes a gloomy image. (Asahi Shimbun, Oct 19, 1984)

Demographic Pattern of Japan for Different Periods

With the change of the length in life, not only can elderly people expect a longer life, but also the demographic structure of the total population in Japan has dramatically changed. In 1920, the demographic diagram was like a pyramid or "volcanic pattern" applicable to

all the other developing countries. Within a period of only 55 years, however, i.e. by the year 1975, it changed its pattern and became bell-shaped, which is common to most of the developed countries. By 2025 according to the estimate by Nichidai Jinko Kenkyujo, it will assume the shape of a "pillar" which is typical of the "aging society" (Asahi Shimbun, Oct 7, 1983).

Table 3: Demographic Pattern of Japan for Different Periods



Source: Sorifu Tokeikyoku, Nihonno Tokei: Showa 58nen Ban

The percentage of aged persons over 65 was only 8.9% in the year 1980, which is estimated to rise to 14.3% by the year 2000 (Koseisho Jinko Mondai Kenkyujo, 1976). Until today, the policy adopted by the Government for the aged was concerned mainly with health care and social welfare services. Many other features, however, should be taken into consideration for the society of "80 years' life", as for example, to make their lives comfortable by encouraging those aged persons psychologically and socially and by encouraging them to learn how they can adapt themselves to change as the society and world itself are changing at a great speed technically, economically, socially and culturally.

In order to double the percentage of these aged persons from 7% to 14%, it needs only 26 years in Japan, while in France it took 113 years from 1865 to 1978, in Sweden 85 years from 1890 to 1975, in England and West Germany respectively 45 years from 1930 to 1975 and

in the U. S. it is estimated to take 75 years from 1945 to 2020 (U. N. Demographic Yearbook). In Japan although the physical infrastructure has been on one hand developed very quickly in some aspects in response to the urgent demands made by the rapid increase of the aging people, it has caused, on the other hand, confusion in society, e.g. bankruptcy of pension plans and medical care plans, unemployment of the aged, etc. Ideas about living in the "age of 80 years' life" have not been developed in general as such. As the life of the people has been prolonged at a rate that has never been experienced in any other county of the world, there has appeared in many aspects a severe cultural lag, which is expected to become a big problem for Japan in the near future.

Formal Education Level of the Population

Some other changes will be presented here which might be related to learning by citizens. Table 4 shows the change in the formal education level the people aged between 15 and 64 have enjoyed. It is clearly observed that the level of education of the total population is rising dramatically.

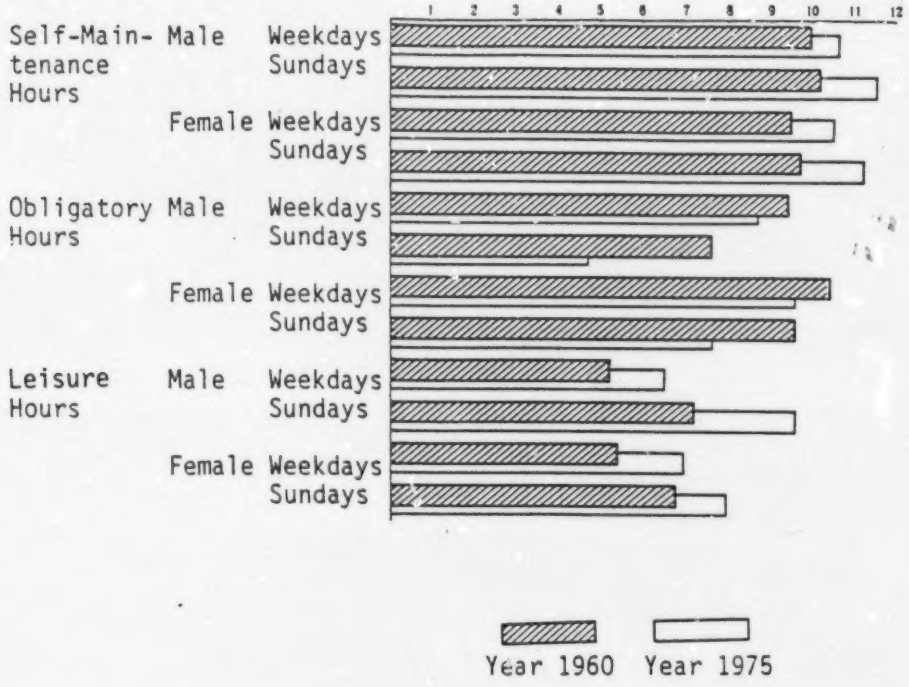
Table 4: Formal Education Level of the Population
(Age between 15 and 64)

Year	Education Career			No Education
	Compulsory	Secondary	Higher	
1950	80.7%	14.3%	2.9%	2.1%
1960	69.3	24.6	5.4	0.7
1970	56.7	34.1	8.9	0.3
1979	44.2	42.5	13.1	0.2

Source: Mombusho, Shogai kyoiku. Chuo Kyoiku Shingikai Toshin
Calculated from: Sorifu, Kokusei Chosa Hokokusho,
Zenkoku Nenreibetsu Jinko Suikei

Table 5 indicates how males and females organise their daily time into three categories: 1) self-maintenance hours, for the purpose of sleeping, taking meals and meeting other physical needs, 2) obligatory hours, which are spent in some obligatory matters, such as jobs, occupations, household work, child rearing, study in the case of students, etc., and 3) leisure time, spent in non-obligatory matters, such as rest, hobbies, pastime, sport, recreation, etc.

Table 5: Time Allocation of Adults

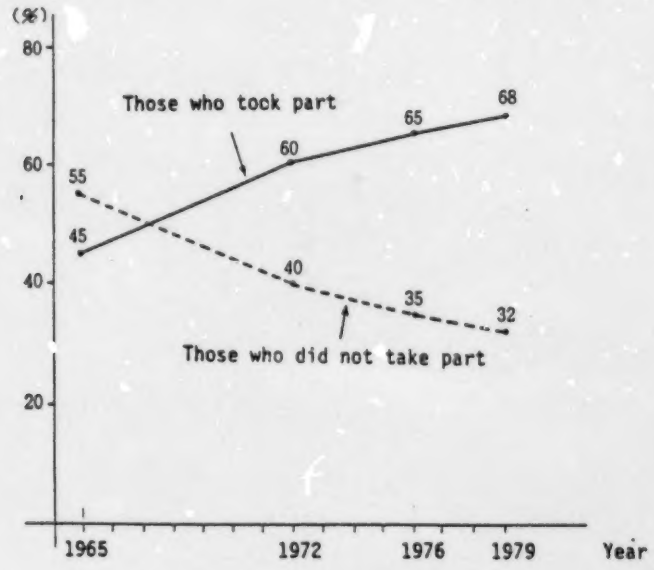


Source: NHK Hoso Yoron Chosasho, Kokumin Seikatsu Jikan Chosa

Between 1960 and 1975, obligatory hours have shortened and to that extent people are now able to spend more time in self-maintenance and also in leisure pursuits. This change continues today. People have nowadays more free time available.

As one of the results of this change, the number of those people who enjoyed some kind of sport activities has increased. In 1965, more than a half of the population did not enjoy any kind of sport during the previous year. In 1972, however, the number of those who enjoyed some sport surpassed that of those who did not, and in 1979, approximately two thirds of the population joined some kind of sport activities. More males (76%) than females (62%) played sport, and the younger the age the higher the percentage of people who participated (age between 20-29: 85%, 30-39: 83%, 40-49: 69%, 50-59: 51%, 60 and above: 40%). 40% enjoyed it even among the people who were over 60 years of age (Survey in 1979 in: Sorifu, Tairyoku, Supotsuni Kansuru Yoron Chosa).

Table 6: Sports Activities in the Previous Year



Source: Sorifu, Tairyoku supotsuni Kansuru Yoron Chosa

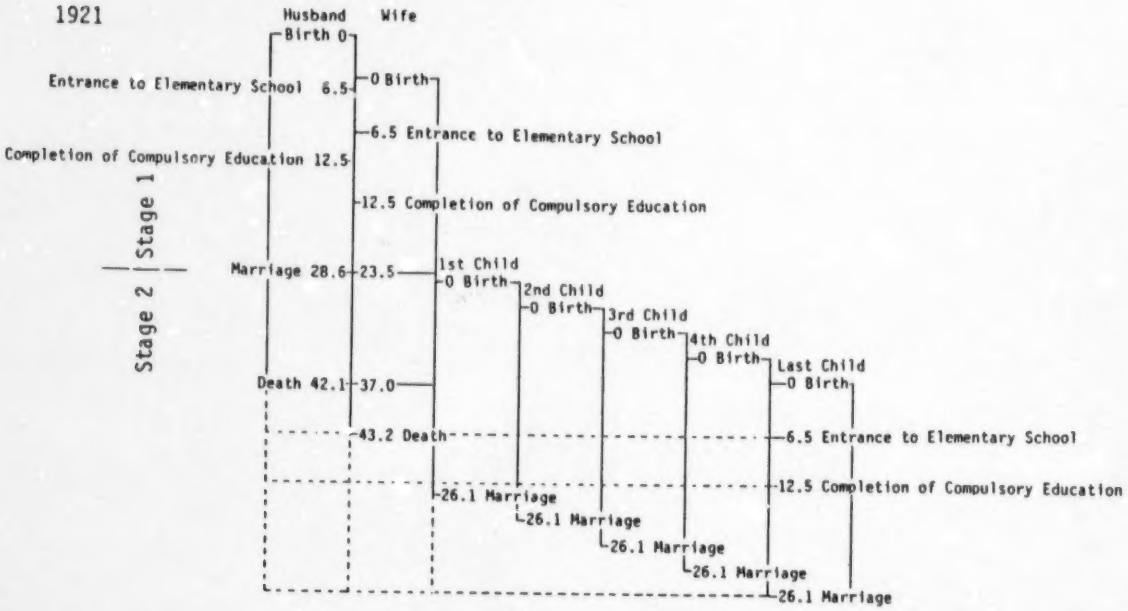
Life Cycle

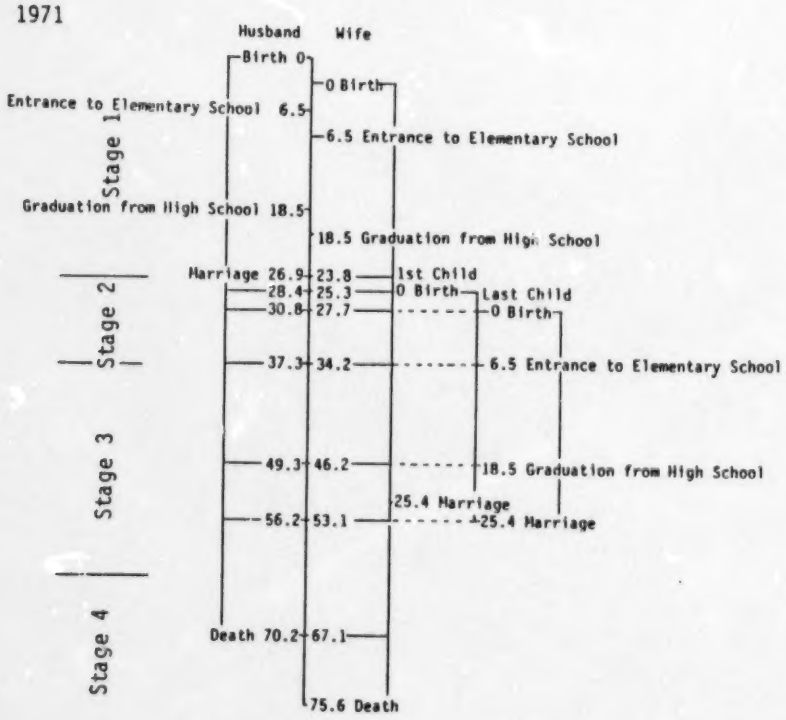
The life cycle at present can be divided into four stages (For details, see Sekiguchi 1975, pp. 34-37 and Sekiguchi 1980, pp. 6-7):

Stage 1: Stage for self-growth
Stage 2: Stage for rearing the next generation
Stage 3: ?
Stage 4: ? (Stage for limitation of activities).

The Diagram for life cycle in 1921 shows that there existed at that time merely the life-cycle stages 1 and 2. Nowadays, as these two life-cycle stages have a long history already in existence, the ideas about how people should live in these stages have become established, although they were based on the fact in the past that there were only two stages in life. These ideas still continue and they are sometimes discordant with the new reality in which people are demanded to step continually into the life stages 3 and 4. That sometimes creates a problem in these life-cycle stages. On the other hand, the life-cycle stages 3 and 4 have definitely developed nowadays as a reality, but as they appeared very recently, ideas about how people should live in life-cycle stages 3 and 4 still have no definite shape as such. Consequently, these life-cycle stages are creating problems and people are frustrated.

Table 7: Life Cycles in 1971 and 1921



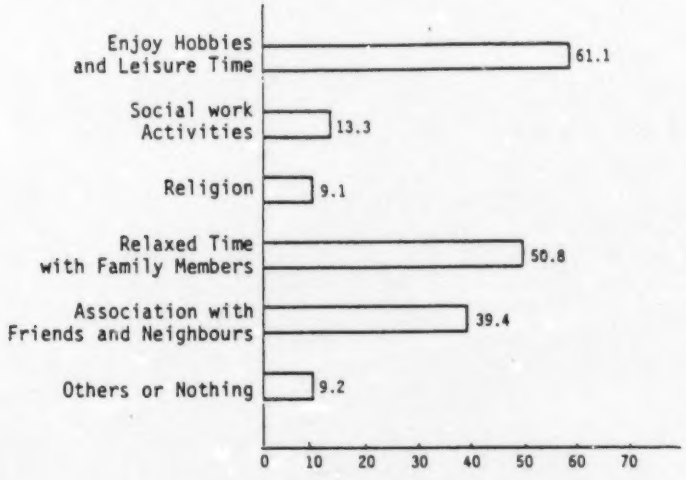


II Sources of Happiness and Pleasure in Retirement

Expected Sources of Pleasure and Happiness after Retirement by the Young

The following graph shows what those who are now between 30 to 55 years old expect as their source of pleasure and inspiration for living after they become old and retire from work. The best they can expect is, as the graph shows, to spend their "free time enjoying hobbies". The next is "having a relaxed time with family members", supposedly not only with the spouse but also with children. The third one is "association with friends and neighbours". Besides these three main items, there were as alternatives items such as "social service", chosen by only 13% people, "religion" by 9% and "others" by 9.2% people. The image people have of life after they retire from work, that is, life-cycle stage 4, is proved to be meagre.

Table 8: Expected Source of Pleasure and Happiness after Retirement (by those aged between 30 and 55)



Source: Sorifu, Rogono Seikatsu Sekkeini Kansuru Yoron Chosa, 1976

Sources of Pleasure and Happiness among the Aged

Another survey shows when citizens already over the age of 60 actually find pleasure and happiness. Many of them feel happy and inspired to live when they are "having a relaxed time with family members" and also when they have an opportunity to "meet and chat

with friends and acquaintances". Both types of social association are chosen by many of the people belonging to the age group between 60 to 69 and the age group over 70.

The next best items were chose alternatively by the two age groups as follows: 1) 26% of those in the age group 60 to 69 still find pleasure and happiness in work. 2) The group over 70 find their pleasure and happiness in "taking rest comfortably", although 16% of this age group still find happiness in work. A few, i.e. a little more than 10% from each group, find pleasure and inspiration in sports and enjoying some sort of hobby.

Few find pleasure and happiness in learning activities or volunteer social service activities of different kinds and their percentage is respectively less than 10%. These are two kinds of activities chosen by relatively few people as sources of happiness after retirement.

Table 9: Sources of Happiness among the Aged

Aged	between 60-69	70 and above
Having Relaxed Time with Family	35%	33%
Being Engaged in Work	26	16
Having Rest	24	30
Meeting and Chatting with Friends and Acquaintances	27	25
Taking Part in Hobbies or Sports	13	12
Being Involved in Study and Culture	6	5
Being Engaged in Social Work Activities	5	3

Source: Sorifu, Kokumin Seikatsuni Kansuru Yoron Chosa, 1980

The reasons that these sources were chosen by relatively few people can be explained in two ways: 1) It cannot be a source of happiness because it is not performed now, and 2) It cannot be a source of happiness even if it is performed.

Social work activities may be closer to the latter category, because even young persons are not so interested in them, either. As shown in Table 8, even the younger generation do no want to do this kind of activity in the future when they have retired from work. People are not interested in it as a source of happiness and inspiration and,

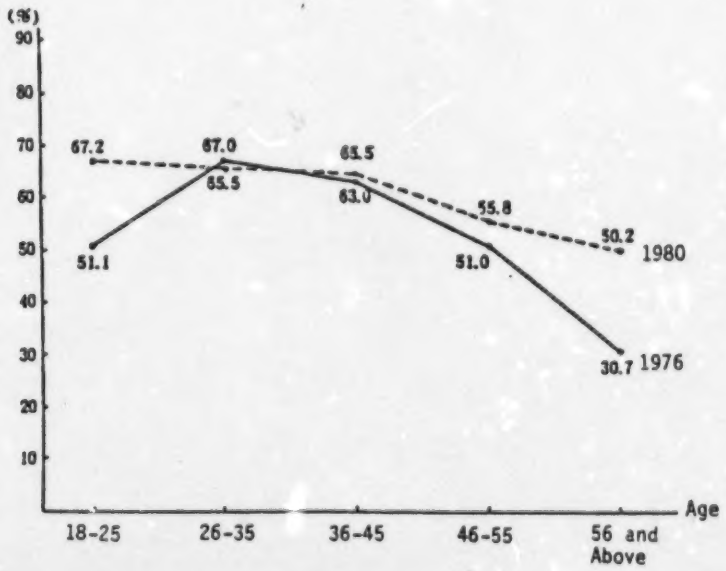
therefore, it is not performed by the aged at present.

Study, however, seems to belong to the first category because another survey shown in the next graph indicates that there are a considerably large number of potential learners. In the survey of young persons mentioned above, the item "study" was not nominated as an alternative.

Potential Learners

The graph shows that the rate of potential learners is high in all of the age groups. The same kind of survey was carried out twice, once in 1976 and again in 1980. In 1976, persons belonging to the age group between 26 and 45 were the main stratum who were strongly motivated to study. The result of the investigations in 1980 shows that the potential learners increased dramatically in these 4 years among the young in the age group below 25, and also among older people. In 1980, more than a half of the population of almost all the age groups expressed a desire to study or to learn something.

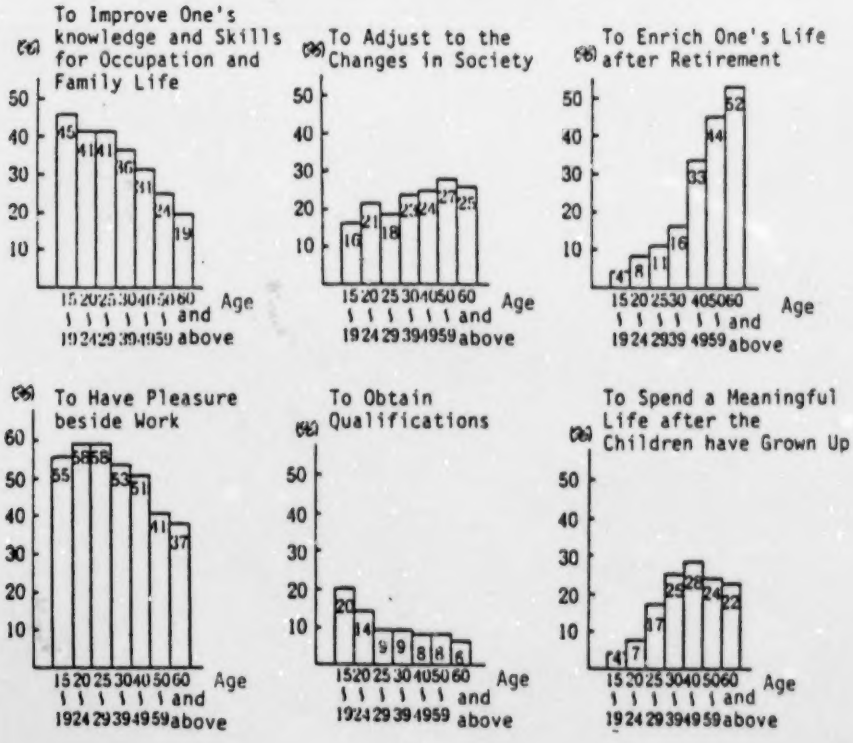
Table 10: Persons who have a Desire to Learn



Source: 1976: Mombusho, Shogai Kyoikuno Jisshi Jokyotoni Kansuru Jittai Chosa
1980: Mombusho, Teijukenni Okeru Shogai Kyoiku Sisutemu Kaihatsuni Kansu

Another survey (Sorifu, Shogai Kyoikuni Kansuru Yoron Chosa, 1979) shows that many citizens admit that it is necessary all through

Table 11: Reasons for Learning


To Improve One's knowledge and Skills for Occupation and Family Life
To Adjust to the Changes in Society
To Enrich One's Life after Retirement
To Have Pleasure beside Work
To Obtain Qualifications
To Spend a Meaningful Life after the Children have Grown Up
(%)
Age
15 20 25 30 40 50 60 and above
19 24 29 39 49 59

Source: Sorifu, Shogai Kyoikuni Kansuru Yoron Chosa, 1979

life to learn whatever they need whenever they feel it necessary as well as to enjoy sports, arts and culture (86.4% agree with this idea; 2.3% do not; 4.9% do not necessarily agree, 6.9% do not know). The reason why they feel now that it is necessary to learn varies according to their age. The younger generation wants to study in order to acquire skills and knowledge for their occupations and family life, to have some other pleasure than work, and to obtain qualifications. The middle-aged generation begins to think of life after their children are grown up and also of adjustment to the changes in society. As people become older, they want to learn something in order to enrich their lives after they have retired from work and are free from the pressures of family life.

III Lifelong Education and the Change in the Concept of "Education"

Recommendation by the Central Committee on Education

The recent recommendation paper in 1981 by the Central Committee on Education states as follows:

> To keep themselves active in the rapidly changing society, people are seeking opportunities for proper and better study or learning. This kind of study or learning should be promoted by the initiative of the individual, and methods and means for this kind of study should be chosen according to his/her needs. It will continue throughout life and could be called in this sense "lifelong learning". (Chukyoshin, p. 19)

This recommendation paper is titled "Lifelong Education". Beside chapters on "Early Childhood/Family Education" and "Education till Adulthood", it provides a chapter on "Education of the Aged". Although it is a considerably short chapter in comparison with the others, it is worth noting that it has provided that theme as a complete chapter. This is probably the first time a chapter on that title has appeared in a governmental or quasi-governmental publication on education.

Although the recommendation has supplied a chapter on that theme, it has not given any particular vision of education for the aged in a concrete way. It points out that Japan is moving at greater speed than any other country into a society in which the quota of the aged has a considerably high ratio. Suitable policies should be taken to meet this change in the field of education as well as in other fields. In short, it recommends a two-way policy: 1) Aged persons' self-education, 2) Education of the young in the aging society.

As for aged persons' self-education, it states: Since the aged have a lot of free time, they have many cultural desires, and therefore, their readiness for learning is strong. They also need to study as they face many kinds of new problems in a changing society. Some type of policy is obviously required to meet their desires and to facilitate their learning activities.

As for the education of the young in the aging society, it states: It is a matter of crucial importance to have a clear understanding about the aged stage of the life cycle, not only for aged persons themselves but for people of all ages. In school education also, necessary steps should be taken to enrich the knowledge of everyone on such themes as the significance of life and death of the human being and the gerontology of senility.

When not only young persons but also elderly persons come to be

involved in study, it should be considered that among elderly individuals here are greater differences than among the young, in ability, state of health, physical strength, experience, interest and amount and level of knowledge. In order to meet the needs of these different types of persons, different kinds of learning opportunities are required to enable the individual to choose what is suitable for him/her.

As a method of study for learning by the aged, the Recommendation says, learning in a large group or in a classroom will not be adequate since there is a great difference between individual learners. Instead, individual learning methods are recommended as a more suitable way. Although the Recommendation Paper admits that many programmes aimed at aged persons began to be offered and their number is increasing recently, most of them use in the method of group learning mainly in Community Centres. However, not only Community Centres but other facilities run by local governments and communities should be involved to offer suitable learning opportunities to aged citizens in order to assist them in their individual learning. Therefore, facilities such as libraries, museums, etc., should play a more active role. A consulting and counselling programme over the telephone is also strongly recommended as a suitable method for the aged.

Various study courses on radio and TV and correspondence courses are also effective methods for the aged as they are restricted by physical limitations.

The Recommendation Paper defines lifelong education as follows:

> The idea of lifelong education is to promote lifelong learning, to foster motivation and to cultivate abilities as a basis for lifelong self-study, and to offer and organise learning facilities of different types in integrated and balanced ways. Lifelong education is, therefore, the fundamental concept on which the educational system must be based to assist every citizen in his/her lifelong learning in order to enable him/her to achieve fulfilment in life. (Chukyoshin, pp. 19-20)

Changes in the Concept of "Education"

It should be pointed out that in this connection the term "education" used in this Recommendation is much modified from the concept usually meant by this term. It could be interpreted here as follows:

"Learning" and "education" are two crucial terms used in this Recommendation. Both refer to the same mutually interacting performance process made by two partners, one term regarding to one partner and the other term to the other partner. Thus one side

regards this mutually interacting performance as a "Learning" process and the other as an "Educative" one. Not all learning, however, is achieved by education. A better term parallel to "learning activity" expressed from the latter partner would be, more generally, "formation activity".

"Education" is usually applied only when formation activity is performed through somebody's intention. When "formation" is developed into "education", there must exist, therefore, somebody who intends to form some other person intentionally toward his preconceived value. This person is usually called the "teacher" or "instructor". In other words, non-intentional formative activity cannot be called education; "Education" is applied only to intentional formative performance.

There are two methods of transmitting formative intentions to learners: 1) Intention is directly transmitted to learners, 2) Intention is only indirectly transmitted to learners, usually through some media. The term "instructor" or "teacher" is usually applied only to the performer of the formative intention in the first sense. Face-to-face contact is possible between teachers and learners, and feedback from the learners is considered to be desirable in the teaching/learning process of learning; there is two-way communication between both partners. The term "education" used to be applied usually to intentional formation in this sense.

In the second case, learners learn through some media such as books, magazines, newspapers, films, pictures, TV programmes, concerts, theatres, or through collections in libraries and museums, etc. Teachers do not exist or, even if they exist, are not perceived as such. However, all these media have been created or collected by somebody with some intention; and thus behind these works there does exist always his/her intention. Works are expressions of their creator. Although learners surely learn something from these works, there is no direct communication between the learners and the person who has created these works and thus has exercised his/her intention. The communication stream is one way and feedback cannot be expected except in extremely limited ways. In the present world, this kind of secondary communication, and therefore, learning through secondary communication, is increasing.

In the Recommendation Paper mentioned above, the concept of education includes largely this kind of education with secondary communication, and this, even in the broadest sense.

The authority is recommended to assist citizens in their study by equipping them with learning opportunities and facilities that are integrated and balanced with each other so that citizens can learn systematically with effects and satisfaction in whatever area they wish, for example by providing supplementary facilities which private

enterprises cannot easily offer. By organising all kinds of learning situations in a balanced way, the authority tries to execute its formative intentions on citizens. This kind of activity is also called, in the Recommendation, "education".

Thus the concept of "education" here has been largely broadened so as to include the execution of the formative intention through secondary communication.

IV Learning by the Aged in Y Town -- An Empirical Study --

General Outline of the Survey and the District

An empirical investigation was carried out into the learning situations of citizens in 1983 in Y Town which is located 50km north of Tokyo and has a population of approximately 30,000. The town has developed into its present shape over a period of more than 1000 years and still contains rural and agricultural areas although in its jurisdiction lies a small part of the newly-built modernised town, the so-called T Academic City. It also has an industrial and commercial population. The district has, therefore, a good variety of population as a sample for the investigation.

This survey was made using a questionnaire on persons who had access to the four different types of institutions in Y Town which offered some kind of learning opportunities, regular schools including universities being excluded:

1) A library which belongs to the university located at the edge of T Academic City, but is open to the public (The university has another library available only for its staff members and students.);
2) A special course offered by the university for the in-service training of professionals;
3) Women's organisations and youth organisations which offer their respective courses;
4) A Community Centre which offers its own courses and is also available to study circles voluntarily formed by the citizens.

The number of samples collected and available was 766. The distribution by sex and institutions utilised are as follows. More females than males have easier access in general to such learning facilities. Females, however, utilise libraries, community centres and courses run by women's and youth organisations, while special courses aimed at professionals for the purpose of in-service retraining are

preferred by males.

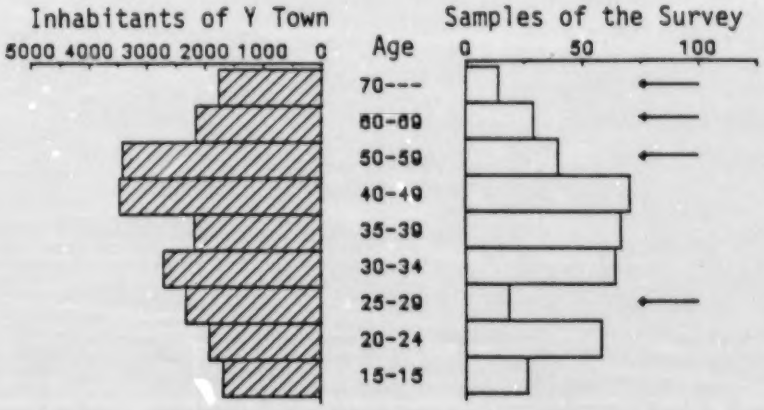
Table 12: Facilities Used by Sex

Facilities / Sex	Library	Professional Course	Community Centre	Women's and Youth Organisations	ROW TOTAL
Male	109	16	15	27	167
	26.2	59.3	13.3	12.9	21.8
Female	305	10	95	177	587
	73.3	37.0	84.1	84.3	76.6
D. K.	2	1	3	6	12
	0.5	3.7	2.7	2.9	1.6
COLUMN TOTAL	416	27	113	210	766
	54.3	3.5	14.8	27.4	100.0

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.423
CHI SQUARE = 48.09223 WITH 6 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CRAMER'S V = 0.17716

When these samples are compared by the age stratification with the total population of Y Town, it is observed that the age strata between 25 and 29 as well as over 50 are underrepresented in the sample as the arrow signs of the graph indicate. People in these age strata seem to have some difficulty in gaining access to learning institutions. The age group between 25 and 29 is supposed to be the peak period of the second life-cycle stage mentioned above. The age strata over 50 falls under the latter part of the life-cycle stage 3 and under the life-cycle stage 4. In the following, therefore, an analysis made according to the life-cycle stage can be made effectively.

Table 13: Population of Y Town and Sample of the Survey
-- by Age Group --



The life-cycle stages used here are as follows:

1) Life-cycle 1: under 25 years old
2) Life-cycle 2: between 25 and 34
3) Life-cycle 3: between 35 and 59
4) Life-cycle stage 4: 60 and above

It answers, therefore, the purpose of this paper to observe the following tables by comparing the people in life-cycle stage 4 (the last column) with the earlier life-cycle stages (the first three columns).

Table 14: Facilities Used by Life-Cycle Stages

COUNT / COL PCT	Life-Cycle STage 1.	2.	3.	4.	ROW TOTAL
Library	139	111	158	8	416
	82.2	67.3	45.0	9.9	54.3
Professional Course	3	9	15	0	27
	1.8	5.5	4.3	0.0	3.5
Community Centre	0	16	55	42	113
	0.0	9.7	15.7	51.9	14.8
Women's and Youth Organisations	27	29	123	31	210
	16.0	17.6	35.0	38.3	27.4
COLUMN TOTAL	169	165	351	81	766
	22.1	21.5	45.8	10.6	100.0

1 OUT OF 16 (6.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.855
CHI SQUARE = 199.43985 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = 0.0
CRAMER'S V = 0.29440

Before going into a detailed observation, it can be generally pointed out that the D.K. answer is higher in many of the tables in the columns of the life-cycle stage 4 persons than in the other three columns. The aged persons represented in this investigation are supposed, since they are utilising a learning institution, to be physically and mentally healthier than other persons of the same life-cycle stage. This high rate of D.K. answers suggest, therefore, some indication of their situations in comparison with other generations.

Sex

Samples here are overrepresented by females in general as mentioned above (males 21.8%, females 76.6%, D.K. 1.6%), however, this overrepresentation is extreme in life-stages 2 and 3 (respectively, males 17.6%, females 81.8%; males 20.8%, females 78.9%). Male citizens have

difficulty in attending such kind of institutions in general except for in-service training, especially when they are in the life-cycle stages 2 and 3 (in life-cycle stage 1, males 26.0%, females 74.0%). When they come into the life-cycle stage 4, males also begin to be able to utilise such facilities (males 25.9%, females 61.7%). The difficulty in having access to these facilities must, therefore, be caused by their job situations. On the other hand, this situation may influence the programmes given in those learning institutions which tend to be aimed at female persons concerning e.g. time schedules and programme content.

Occupation

About half of the total samples (49.6%) have a job and the other half do not (48.6%, D.K. 1.8%). The life-cycle stage 4 group represents about the same quota as the total (46.9%, 45.7%, D.K. 7.4%). In other stages, however, the rates differ from one to another. In the life-cycle stage 1, few people have a job (29.0%), but many of them attend a school or a university as regular students (75.1%). In the life-cycle stage 2, only those people who have no job can utilise learning facilities (job 41.2%, no job 58.8%), while in the next life-cycle stage those who have jobs begin to be able to come back to such facilities (job 64.1%, no job 33.6%). Although half of the life-cycle stage 4 people are working, they are working in agriculture and in commerce and service occupations where they themselves or their family own the enterprises (38.3%). There are few employees (only 6.1% in all kinds together) in this life-cycle stage.

Regular School Education

In the life-cycle stage 1, many are naturally still regular students (75.1%); in the 2nd stage a few are still studying by attending a school regularly (3.0%), while in the life-cycle stages 3 and 4 almost none attend a school as regular students (0.3% and 1.2% respectively).

The education level shown in the samples of this survey is considered to be much higher than that of the whole population in Y town. It indicates that those people who have completed a higher level of regular school education have more access to some kind of learning institution even after the completion of their school education.

The expected school career completed is lower among the people who are in life-cycle stage 4 at present than among younger generations. Only 3.7% finished university education, 21.0% some kind of post-secondary education, 32.1% higher secondary education and 37.0% finished only compulsory education, e.g. at that time only primary

Table 15: Occupation of Learners

		Life-Cycle Stage 1.	2.	3.	4.	ROW TOTAL
Employee	Professional Technical	9	18	70	2	99
		5.3	10.9	19.9	2.5	12.9
	Skilled	4	4	10	0	18
		2.4	2.4	2.8	0.0	2.3
	Managerial	0	1	3	0	4
		0.0	0.6	0.9	0.0	0.5
	Clerical	18	16	28	1	63
		10.7	9.7	8.0	1.2	8.2
	Commercial	5	2	11	1	19
		3.0	1.2	3.1	1.2	2.5
	Manual	2	2	9	1	14
		1.2	1.2	2.6	1.2	1.8
	Others	1	3	10	0	14
		0.6	1.8	2.8	0.0	1.8
Ownership Family Business	Agriculture	0	7	41	22	70
		0.0	4.2	11.7	27.2	9.1
	Industry	0	1	0	2	3
		0.0	0.6	0.0	2.5	0.4
	Commerce Service	3	5	21	6	35
		1.8	3.0	6.0	7.4	4.6
	Others	0	2	2	1	5
		0.0	1.2	0.6	1.2	0.7
Others	Private Teaching	0	2	7	1	10
		0.0	1.2	2.0	1.2	1.3
	Part-Time Work at Home	1	3	8	0	12
		0.6	1.8	2.3	0.0	1.6
	Others	5	1	2	0	8
		3.0	0.6	0.6	0.0	1.0
No Job		120	97	118	37	372
		71.0	58.8	33.6	45.7	48.6
D.K.		1	1	11	7	20
		0.6	0.6	3.1	8.6	2.6
COLUMN TOTAL		169	165	351	81	766
		22.1	21.5	45.8	10.6	100.0

10 OUT OF 64 (15.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.844
CHI SQUARE = 188.56810 WITH 45 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CRAMER'S V = 0.28646

education (Lower secondary education became compulsory in 1947).

This low school career must be a reason why there is high rate of

D.K. answers from the people in life stage 4 which was indicated before. As this was a survey by questionnaire, people with lower school careers may have had difficulty in understanding and filling in the answers.

Table 16: Educational Career of Learners

	Life-Cycle Stage 1.0	2.0	3.0	4.0	ROW TOTAL
Compulsory	1	7	51	30	89
	0.6	4.2	14.5	37.0	11.6
Secondary	29	54	128	26	237
	17.2	32.7	36.5	32.1	30.9
Post-Secondary	9	31	46	17	103
	5.3	18.8	13.1	21.0	13.4
University	129	68	111	3	311
	76.3	41.2	31.6	3.7	40.6
D.K.	1	5	15	5	26
	0.6	3.0	4.3	6.2	3.4
COLUMN TOTAL	169	165	351	81	766
	22.1	21.5	45.8	10.6	100.0

1 OUT OF 20 (5.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.749
CHI SQUARE = 194.20584 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = 0.0
CRAMER'S V = 0.29220

As the life-cycle stage becomes lower from 4 to 1, that is, as people become younger, the percentage of those with only compulsory education decreased (37.0% 14.5% 4.2%, and 0.6%) and, conversely that of university graduates increases (3.7%, 31.6%, 41.2% and 76.3%); the level of school attendance has risen dramatically in these generations.

The level of regular school education enjoyed in the past will influence the lifestyles they adopt and their attitudes to study, such as whether they are motivated to continue to study, what subjects they are interested in and what kind of study method they can actually utilise.

Value Orientation

Attempts have been made to figure out what type of value the people in life-cycle stage 4 are oriented towards, as it has been supposed that the general value orientation may influence the selection of fields of study. For this purpose, six categories of value suggested by Eduard Spranger (Spranger 1914) have been applied: aesthetic, political,

theoretical, religious, social and economic.

These six categories were presented in three ways: as words, as occupation and as types of persons each of which represents typically one of these values. People were requested to answer which word they felt to be most sincere, which occupation they wanted to take under the supposition that it was possible for them to take any one of them, and what type of persons they wanted their children to be. To determine the value orientation of the people in life-cycle stage 4 in comparison with those of other younger stages, items which show a marked tendency in at least two of the questions have been picked up.

Table 17: Value Orientation of Learners

Life-cycle Stage	Word 1,2,3 4	Occupation 1,2,3 4	Children 1,2,3 4
Aesthetic		>	>
Political			
Theoretical	>	>	>
Religious	<	<	
Social			
Economic	<		<

The result thus obtained is that the people in life-cycle stage 4 are less oriented to theoretical and aesthetic values; they are instead more oriented towards religious and economic values. Their lack of orientation to the theoretical value might be caused not only by age but also by the low level of formal education they experienced in the past.

Subject of Learning

Table 18 is the result of the question concerning what they are learning or wish to learn most. They were requested to choose one of 34 items. "Tea ceremony, flower arrangement, calligraphy," literature such as "waka (poems with 5-7-5-7-7 syllables), haiku (poems with 5-7-5 syllables), composition, writing a novel or scenario", "gardening, bonsai (dwarf-tree culture)", "cooking, sewing, knitting", "kouta (singing songs with shamisen), shigin (chanting a poem), noh, Japanese dance, shakuhachi (musical instrument), shamisen (musical instrument)", "sport, dancing, health care", "drawing, painting, Japanese painting" "religion", "history of the district" are the most popular subjects that the people of life-cycle stage 4 have an interest in learning. Among these, "cooking, sewing, knitting" and "sport,

Table 18: Subjects of Learning

	COUNT / COL PCT	Life-Cycle Stage 1.1	2.1	3.1	4.1	ROW TOTAL
Cooking		17	24	43	8	92
Sewing		10.1	14.5	12.3	9.9	12.0
Knitting						
Child Rearing		1	8	9	0	18
Family Education		0.6	4.8	2.6	0.0	2.3
Family Nursing						
Family Management		0	2	3	0	5
Household Economics		0.0	1.2	0.9	0.0	0.7
Common Juristic		1	0	8	0	9
Knowledge		0.6	0.0	2.3	0.0	1.2
Tea Ceremony		10	10	34	13	67
Flower Arrangement		5.9	6.1	9.7	16.0	8.7
Calligraphy						
Gardening		0	3	7	9	19
Bonsai		0.0	1.8	2.0	11.1	2.5
Artificial Flower		0	3	14	1	18
Doll Making		0.0	1.8	4.0	1.2	2.3
Leather Work						
Drawing		5	5	12	4	26
Painting		3.0	3.0	3.4	4.9	3.4
Japanese Painting						
Kouta, Shigin, Noh		1	0	5	5	11
Japanese Dance		0.6	0.0	1.4	6.2	1.4
Shakuhachi, Shamisen						
Western Musical Instruments		8	4	14	0	26
(Piano, Guitar)		4.7	2.4	4.0	0.0	3.4
Singing, Ensemble, Chorus						
Music Composition		0	0	1	0	1
Song Text Composition		0.0	0.0	0.3	0.0	0.1
Literature Appreciation		2	0	7	2	11
Reading Circle		1.2	0.0	2.0	2.5	1.4
Waka, Haiku, Composition		2	5	19	11	37
Novel Writing		1.2	3.0	5.4	13.6	4.8
Scenario Writing						
History of		0	1	3	2	6
the District		0.0	0.6	0.9	2.5	0.8
Foreign Languages		25	25	33	1	84
		14.8	15.2	9.4	1.2	11.0
Typing, Stenography		3	3	5	0	11
Accounting		1.8	1.8	1.4	0.0	1.4
Abacus-calculation						
Computers		13	5	16	0	34
		7.7	3.0	4.6	0.0	4.4
Agricultural		1	0	1	0	2
Technique		0.6	0.0	0.3	0.0	0.3
Volunteer Activities		2	4	2	0	8
		1.2	2.4	0.6	0.0	1.0
Chairmanship, Speech		0	0	2	0	2
Group Organisation		0.0	0.0	0.6	0.0	0.3
Religion		1	3	2	3	9
		0.6	1.8	0.6	3.7	1.2
How to Live		10	5	5	0	20
Living Inspiration		5.9	3.0	1.4	0.0	2.6
Life Problems						

Social Problems Consumer Problems Pollution	2 1.2	1 0.6	6 1.7	0 0.0	9 1.2
Women's Studies Women's History	1 0.6	2 1.2	0 0.0	0 0.0	3 0.4
Domestic and Foreign Politics Economics	1 0.6	1 0.6	2 0.6	0 0.0	4 0.5
Post-Retirement Problems	0 0.0	1 0.6	5 1.4	2 2.5	8 1.0
Education Social Welfare	3 1.8	6 3.6	2 0.6	0 0.0	11 1.4
Sport, Dancing Health Care	16 9.5	18 10.9	17 4.8	4 4.9	55 7.2
Natural Sciences (Life Science Chemistry, Physics)	2 1.2	3 1.8	5 1.4	1 1.2	11 1.4
Social Sciences	4 2.4	4 2.4	2 0.6	0 0.0	10 1.3
Humanities	13 7.7	3 1.8	7 2.0	0 0.0	23 3.0
Library Science	6 3.6	2 1.2	4 1.1	0 0.0	12 1.6
Information Science	3 1.8	1 0.6	0 0.0	0 0.0	4 0.5
Others	4 2.4	4 2.4	8 2.3	0 0.0	16 2.1
No Intention to Learn D.K.	12 7.1	9 5.5	48 13.7	15 18.5	84 11.0
COLUMN TOTAL	169 22.1	165 21.5	351 45.8	81 10.6	766 100.0

30 OUT OF 140 (21.43) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.423
CHI SQUARE = 343.09512 WITH 102 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CRAMER'S V = 0.33929

dancing, health care" are popular also among the younger generations, while the others are more popular only among the elderly. "Child rearing, family education, family nursing", "family management, household economics", "common juristic knowledge", western music, such as "piano, guitar, singing, playing instruments together, chorus", "music composition, song text composition", "typing, stenography, accounting, abacus calculation" and "computers" are the subjects which young people are interested in, but are not popular among the elderly.

The people of life stage 4 are interested in religion and different kind of arts. In arts however, they choose traditional Japanese arts and tend to avoid western ones.

Another tendency typical to them is less orientation toward practicalness. "Cooking, sewing, knitting" and "child rearing,, family education, family nursing" are avoided by them. But the percentage of those who have chosen "problems after retirement" rises when multiple

choice is allowed (32.1%).

If connected with value orientation, their non-orientedness to theoretical value appears also in their choice of study subjects. They are not interested in subjects related to theoretics. Their interest in religious study is in accordance with their religious orientation in value. Their non-practical orientedness in the choice of subject but aesthetic orientedness is however, inconsistent with their economic and non-aesthetic orientation in value. But it will be explained by the fact that, although they are economically practically oriented in value, they do not have many such crucial problems in life any longer in this life-cycle stage. They have retired from the pressure of practical life; their life's track is already beaten. Although they have practical orientation in value, they can be in this situation, e.g. aesthetic in their behaviour in studying. The problem of after-retirement" becomes, therefore, the only problem they have.

Direct Motives to Learning Performance

Table 19: Direct Motive towards Learning Performance

COUNT / COL PCT	Life-Cycle Stage 1.	2.	3.	4.	ROW TOTAL
Recommended by Others	30	31	69	25	155
	17.8	18.8	19.7	30.9	20.2
Finding by Chance an Opportunity in the Neighbourhood	26	29	64	21	140
	15.4	17.6	18.2	25.9	18.3
Looking for a Place or an Opportunity Using One's Initiative	95	71	116	14	296
	56.2	43.0	33.0	17.3	38.6
Creating an Opportunity Using One's Initiative	6	7	13	5	31
	3.6	4.2	3.7	6.2	4.0
No Intention to Learn	1	3	11	1	16
	0.6	1.8	3.1	1.2	2.1
D.K.	11	24	78	15	128
	6.5	14.5	22.2	18.5	16.7
COLUMN TOTAL	169	165	351	81	766
	22.1	21.5	45.8	10.6	100.0

4 OUT OF 24 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.692
CHI SQUARE = 38.04900 WITH 15 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CRAMER'S V = 0.15894

People were asked what had induced or would induce them to begin actual studying. The strongest moment which turns the desire to study into actual studying performance is, when total samples are looked at,

"by looking by one's own initiative for a place or an opportunity" to fulfil one's desire. But this moment is not strong among the people of the life-cycle stage 4. In contrast to the people of other life-cycle stages, many people at this stage begin their learning by "being recommended by others" or "by finding by chance that there is an opportunity in their neighbourhood". They are passive and do not take the initiative to begin learning. Their low educational career in the past may again be the cause of their passiveness. They join learning circles when they are asked by others or see others enjoying themselves in a group. The fact that they have plenty of time may help their decision. This behaviour pattern may also explain why their learning content and their value orientation are not necessarily in accordance with each other -- They are in value practically oriented but in the choice of learning subjects, aesthetically oriented --.

Learning Method

In the choice of learning method, two elements can be considered:
1) As an attitude toward learning whether they are active or passive,
2) As a method of learning whether they prefer a collective learning method or an individual learning method.

The most popular learning method among the people of life-stage 4 is a "classroom method run by the community centre". "Learning for themselves by means of newspaper, magazines and books", "learning in a circle made by their own initiative" are not chosen by many of them. They prefer passive learning methods in a classroom where a teacher provides them with knowledge or technique. An active learning method, learning by their own initiative, whether it is an individual learning activity such as learning for themselves by means of different media or a collective learning activity such as in a circle which they organise themselves, are not popular among people of this life-cycle stage. "Learning in a workplace" and "as a university student" are also forms of collective learning, but they are no longer working in an enterprise nor are they motivated to attend a university.

An attitude toward learning methods may also be influenced by the formal education they have received. To go into learning by their own initiative may perhaps require strong motivation to study further and this may be determined by the education they have received before. The percentage who have chosen "learning for themselves by means of newspaper, magazines and books" increases as the generation becomes younger and, consequently, as the level of formal education career rises. It has been recommended by the Central Educational Committee, as shown before, that as among the aged the differences between individuals are large, individual study methods may be preferable. At

Table 20: Learning Method

COUNT / COL PCT	Life-Cycle Stage 1.	2.	3.	4.	ROW TOTAL
Self-Study by Newspaper Magazine, Book	59	35	67	13	174
	34.9	21.2	19.1	16.0	22.7
Radio, T.V.	12	16	22	6	56
	7.1	9.7	6.3	7.4	7.3
Correspondence Course (Private, University NHK Course)	4	8	14	2	28
	2.4	4.8	4.0	2.5	3.7
Private Tutor	11	9	18	1	39
	6.5	5.5	5.1	1.2	5.1
P.T.A.	0	3	5	0	8
	0.0	1.8	1.4	0.0	1.0
Class or Course Run by Community Centre	5	28	76	38	147
	3.0	17.0	21.7	46.9	19.2
Circle organized by Oneself	20	23	45	6	94
	11.8	13.9	12.8	7.4	12.3
University Extension Course	1	3	5	1	10
	0.6	1.8	1.4	1.2	1.3
Class or Course Run by Private Enterprise	7	4	16	2	29
	4.1	2.4	4.6	2.5	3.8
Class Run by Local Authorities (Health Centre, Town Office)	0	1	6	1	8
	0.0	0.6	1.7	1.2	1.0
Class Run by Agricultural Organisation	1	2	11	1	15
	0.6	1.2	3.1	1.2	2.0
On-the-Job-Training	4	4	10	0	18
	2.4	2.4	2.8	0.0	2.3
Circle in Work Place	5	5	2	1	13
	3.0	3.0	0.6	1.2	1.7
University Non-Credit Student	5	2	2	0	9
	3.0	1.2	0.6	0.0	1.2
University Regular Student	21	1	1	0	23
	12.4	0.6	0.3	0.0	3.0
Others	8	8	12	1	29
	4.7	4.8	3.4	1.2	3.8
No Intention to Learn	1	3	11	1	16
	0.6	1.8	3.1	1.2	2.1
D.K.	5	10	28	7	50
	3.0	6.1	8.0	8.6	6.5
COLUMN TOTAL	169	165	351	81	766
	22.1	21.5	45.8	10.6	100.0

13 OUT OF 72 (18.1%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.932
CHI SQUARE = 186.60448 WITH 51 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CRAMER'S V = 0.28496

least in the present developmental stage, however, aged persons prefer a collective learning method in the classroom style. In the future, as the education level of the population is rising dramatically, individual learning methods will be recommendable; the classroom method, however, should not be neglected, because the education level of the aged is, at present, not high enough to cope with individual learning, and because even though the education level of the total population is high, there remain surely undereducated people and to assist these underprivileged people should also be a matter of crucial concern from the viewpoint of equality.

Time and Frequency

When the total number of samples are looked at, the most desirable frequency for learning is once a week. But for the people in life-cycle stage 4, fewer wish to go out once a week and they would rather do so

Table 21: Frequency of Going-Out for Learning

COUNT / COL PCT	Life-Cycle Stage 1.	2.	3.	4.	ROW TOTAL
None	43	32	49	9	133
	25.4	19.4	14.0	11.1	17.4
Once a Month	8	32	60	15	115
	4.7	19.4	17.1	18.5	15.0
Twice a Month	5	20	66	29	120
	3.0	12.1	18.8	35.8	15.7
Once a Week	50	45	74	11	180
	29.6	27.3	21.1	13.6	23.5
Twice a Week	16	13	34	4	67
	9.5	7.9	9.7	4.9	8.7
Three Times a Week	10	5	6	1	22
	5.9	3.0	1.7	1.2	2.9
Four Times and Above a Week	25	6	10	1	42
	14.8	3.6	2.8	1.2	5.5
No Intention to Learn	1	3	11	1	16
	0.6	1.8	3.1	1.2	2.1
D.K.	11	9	41	10	71
	6.5	5.5	11.7	12.3	9.3
COLUMN TOTAL	169	165	351	81	766
	22.1	21.5	45.8	10.6	100.0

, 7 OUT OF 34 (19.4%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.692
CHI SQUARE = 132.10001 WITH 24 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CRAMER'S V = 0.23974

twice a month. On the other hand, younger people wish to have learning opportunities twice a week. Perhaps as it is physically difficult for elderly people to go out often, they prefer less frequency in their learning. The reason why the younger the generation is the more reluctant they are to using outside facilities, may be explained by the fact that their higher level of education enables them to use and benefit from individual learning methods. Elderly people must go out notwithstanding their handicap in physical strength as the individual learning method is not preferable to them at least at their present formal education level. People in life-cycle stage 4 choose to learn for a shorter time at one lesson than people of other generations.

Table 22: Length of One Lesson or Activity Period

COUNT / COL PCT	Life-Cycle Stage 1	2	3	4	ROW TOTAL
Less than One Hour	84	61	93	27	265
	49.7	37.0	26.5	33.3	34.6
1-2 Hour	17	32	45	9	103
	10.1	19.4	12.8	11.1	13.4
2-3 Hours	16	31	66	14	127
	9.5	18.8	18.8	17.3	16.6
3-4 Hours	16	6	28	8	58
	9.5	3.6	8.0	9.9	7.6
4-5 Hours	8	5	16	4	33
	4.7	3.0	4.[illegible]	4.9	4.3
Longer than Half a Day	7	8	24	[illegible]	42
	4.1	4.8	6.8	3.7	5.5
No Intention to Learn	1	3	11	1	16
	0.6	1.8	3.1	1.2	2.1
D.K.	20	19	68	15	122
	11.8	11.5	19.4	18.5	15.9
COLUMN TOTAL	169	165	351	81	766
	22.1	21.5	45.8	10.6	100.0

3 OUT OF 32 (15.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.692
CHI SQUARE = 49.74304 WITH 21 DEGREES OF FREEDOM SIGNIFICANCE = 0.0004
CRAMER'S V = 0.14713

The young people of life cycle 1 can go out frequently but they want to limit the time of each lesson or activity period; it may be influenced by the method they choose. They may go out to borrow books or to get information as they choose individual learning methods. The time of the people in the life-cycle stage 2 seems to be limited,

comparatively in less frequency and for a shorter time. Family obligations are perhaps the main reason. The people of life-cycle stage 3 seem to be able to go out more often and spend more time on each occasion. They seem to be the age which can enjoy learning activities in a class or a circle. In life cycle 4, this tendency continues but the frequency and time begins to be limited perhaps because of the decline in physical strength.

Expenses

Table 23: Monthly Expenditure for Learning (1000 yen)

	Life-Cycle Stage				ROW TOTAL
	1.	2.	3.	4.	
None	24	11	20	4	59
	14.2	6.7	5.7	4.9	7.7
Less than 2	56	58	110	34	258
	33.1	35.2	31.3	42.0	33.7
2-4	33	38	74	20	165
	19.5	23.0	21.1	24.7	21.5
4-6	23	24	46	5	98
	13.6	14.5	13.1	6.2	12.8
6-8	5	7	16	3	31
	3.0	4.2	4.6	3.7	4.0
8-10	8	7	22	3	40
	4.7	4.2	6.3	3.7	5.2
10-15	2	1	5	1	9
	1.2	0.6	1.4	1.2	1.2
15-20	2	2	3	0	7
	1.2	1.2	0.9	0.0	0.9
20 and Over	8	4	2	0	14
	4.7	2.4	0.6	0.0	1.8
D.K.	8	13	53	11	85
	4.7	7.9	15.1	13.6	11.1
COLUMN TOTAL	169	165	351	81	766
	22.1	21.5	45.8	10.6	100.0

12 OUT OF 40 (32.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.748
CHI SQUARE = 42.45859 WITH 27 DEGREES OF FREEDOM SIGNIFICANCE = 0.0040
CRAMER'S V = 0.14521

The people of life cycle 4 are ready to pay but the amount is limited to less than 4000 yen a month. The other generation vary in their readiness to pay. This readiness may be another expression of

how strong their desire to study something. It may be related to their motivation to learn and the profit they can expect from learning. Some may think that learning and therefore the expenditure for it is a kind of investment.

Table 24: Opinions about the Idea, "Courses Run by the Government should be Free of Charge"

COUNT / COL PCT	Life-Cycle Stage 1.	2.	3.	4.	ROW TOTAL
Agree in Principle	15 / 8.9	24 / 14.5	69 / 19.7	21 / 25.9	129 / 16.8
Small Expenditure Cannot be Helped	81 / 47.9	101 / 61.2	196 / 55.8	35 / 43.2	413 / 53.9
Should be Free	70 / 41.4	36 / 21.8	53 / 15.1	11 / 13.6	170 / 22.2
D. K.	3 / 1.8	4 / 2.4	33 / 9.4	14 / 17.3	54 / 7.0
COLUMN TOTAL	169 / 22.1	165 / 21.5	351 / 45.8	81 / 10.6	766 / 100.0

CHI SQUARE = 82.31321 WITH 9 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CRAMER'S V = 0.18949

It may relate with the way of thinking about the public funding of education. Opinions regarding the cost of learning are also different among the generations. The two younger generations, especially the youngest one, consider that the courses run by public agencies should be free of charge. The older the generation becomes, the more people agree to the idea that the cost of learning should be fundamentally covered by the learners. The younger generations seem to consider that education is a right while the older generations consider it as a privilege. For the aged, learning is a privilege, but they no longer see the possibility to utilise the acquired knowledge and skills, e.g. for work, and to gain profit from it in their future life. Therefore, although they consider that they should pay for learning, or as they consider so, they want to limit the amount of study expenditure.

IV Summary

In conclusion, the main points described in this paper may be briefly summarised as follows:

1) Japan is moving into an aging society at a greater speed than any other country in the world has ever experienced.
2) As this speed is very rapid, the vision of life in the aged life-cycle stage which has formed its physical existence only recently has not been fully established yet; the cultural lag phenomenon is observed here vividly.
3) Learning, however, will be expected, among many activities, to have increasing popularity among aged persons as a source of happiness and inspiration for the fulfilment of their lives.
4) The concept expressed by the term "education" is changing, when not only young persons but also aged persons are involved in learning activities, into a broader sense to include the transmitting of values, knowledge and skills through secondary communications.
5) Value orientation does not always directly appear in the choice of learning subject by the aged. They tend to prefer religious themes and to avoid theoretical ones, which is in accordance with their value orientation. However, they can be aesthetic and not practical in the choice of their learning subjects, which is different from their value orientation. This may be determined by the actual situation of people living in this life stage.
6) In the choice of subjects as well as the learning method and in the direct motive to begin a learning activity, a characteristic of the aged is their passiveness. They prefer collective learning methods to individual and active learning ones, and take subjects which are offered when they are induced by others. This passiveness may be caused not only by age but also by the low standard of formal education the present elderly generation have enjoyed. This can be, therefore, expected to change in the future as the educational standard of the population is predicted to rise dramatically.

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